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ABSTRACT

This report evaluates the 1984-85 operation of the Basic Educational Skills Tutorial Program (BEST), which is conducted by the San Diego Urban League. In a brief introduction it is explained that BEST is designed to utilize the talents of volunteers for the benefit of black and other minority youth who need out-of-the-classroom support with academic subjects. It is also noted that in 1984-85 BEST reached a minimum of 74 students at four school sites. Following the introduction, BEST's objectives are outlined and its organization is described, with attention to the work of the Steering Committee; recruitment and training of volunteers; recruitment and referral of students; and parent contacts and follow-up. Next, instruments used for assessing student needs and the attitudes of program participants towards school-related issues are described and it is pointed out that students assessed themselves more positively after participation in BEST. Accomplishments and problems of the program are discussed generally, and it is noted that while BEST is functioning well, certain improvements are required. Four recommendations are given: (1) challenge more parents to make their children available on Saturdays; (2) seek funding to allow employment of a full-time project staff member and a part-time clerical assistant; (3) seek confirmation of the BEST contract at the earliest possible date; and (4) seek additional funds to support the design of an evaluation instrument for specific use in BEST. Appendixes include a parent/guardian agreement form, a list of do's and don'ts in using motivational theory, and a student's self-assessment form. (KH)

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SAN DIEGO URBAN LEAGUE

BASIC EDUCATION SKILLS TUTORIAL (BEST) PROGRAM

REPORT OF SECOND YEAR

JULY 15, 1985

A NATIONAL URBAN LEAGUE PROJECT

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INTRODUCTION

For the second consecutive year, San Diego Urban League, with the support of Kappa Alpha Psi Fraternity and the San Diego City Schools, continued to implement a Basic Educational Skills Tutorial Program with a design to utilize the talents of volunteers for the benefit of Black and other minority youth who need out-of-the-classroom support with academic subjects. The Basic Educational Skills Tutorial (BEST) Program continued as an instructional program aimed at reinforcing regular classroom instruction for a minimum of seventy-four (74) students at four sites during the 1984-85 school year.

BEST Centers operated week days after school hours at KENNEDY ELEMENTARY, GOMPERS SECONDARY AND LINCOLN HIGH SCHOOL, and SAN DIEGO URBAN LEAGUE TRAINING CENTER. Some students of these three school who participate in VEEP, the Volunteer Ethnic Enrollment Program, were also enrolled in BEST. BEST provides students strong support in the basic skills areas of mathematics, science, English and reading. In addition, volunteers strengthened homework and study skills. Participating students are rewarded for their participation and for the progress they make in the program as they are taken on enrichment field trips and other special events. Excursions have included tours of the San Diego Municipal and Superior Courts, North Island Naval Air Station, Sea World, and the San Diego Zoo.

BEST, as a National Urban League Program funded by the Kappa Alpha Psi Foundation, has aroused the interest of civic and social minded residents in San Diego. Volunteers come from the ranks of the local Kappa Fraternity, Area high schools, colleges and universities, and the business community. On completing a training program, volunteers are ready to serve the students. Parents of the students are encouraged to attend orientation sessions in order to become very familiar with the program. A volunteer may serve one

to three students within a tutorial period of one to two hours.

A Basic Educational Skills Tutorial Program is critically needed in many urban communities in this nation. Test results from urban school districts clearly demonstrate this need. In San Diego, where the Black and Hispanic pupil population is at the 36 percent level and the combined minority population exceeds 52 percent, academic achievement of Blacks and other minority students is consistently below that of non-minority students as a group. Students do benefit from supplemental instruction.

In San Diego, we are helping students to move toward more success, more often. BEST can make a difference.

OBJECTIVES

The San Diego BEST staff and Program Steering Committee chose the following as their 1984-85 objectives. It should be noted that these basic objectives represented a program continuum.

1. To facilitate partnership between San Diego City Schools, Kappa Alpha Psi Fraternity, San Diego Urban League and other groups and individuals within the community to implement a tutorial program to improve the academic performance of minority youth.

2. To acquire a significant number of volunteers and place them in service where their skills will be utilized to aid academically deficient Black and other minority youth.

3. To provide tutorial support services, i.e., guidance and counseling, volunteer staff development and home-school-community intermediary resource services.

ORGANIZATION AND STRUCTURE

The BEST Program in San Diego operates within the Education Services Division of San Diego Urban League. During the first year of operation, a Steering Committee was formed to provide general guidance for the program. This committee was con-

tinued through the second year, as it has proven to be an essential element of the BEST Program. The Steering Committee is composed of representatives from San Diego City Schools, Kappa Alpha Psi, the general community and San Diego Urban League.

The Steering Committee held nine (9) regularly scheduled monthly meetings during this contract period.

Issues on which the committee took action included the following:

1. Volunteer Recruitment
2. Volunteer Training
3. Student Referral
4. Instructional Methods
5. Resources
6. Publicity/PR
7. Enrichment Services
8. Transportation
9. Evaluation
10. Parent Involvement

The committee members, as participating partners, work very closely together to promote success of the BEST Program. Each member rightly feels that he/she has ownership in the program. We try to encourage this attitude, for it tends to breed success.

Fourteen (14) members serve on the San Diego BEST Steering Committee.

RECRUITMENT OF VOLUNTEERS

The method of recruitment of volunteers for the San Diego BEST Program was the same in the second year as in the first year. A local Kappa was designated Chief Recruiter. The Chief Recruiter worked with the BEST Coordinator and other staff in conducting all volunteer recruitment activity. The Volunteer Profile (application) was revised slightly from the first year. Flyers were printed and distributed to local groups and individuals. Letters were mailed to organizations, community colleges and universities. News releases were printed and circulated to all local media in the San Diego area. All of this information was shared with schools.

A goal of 50 registered volunteers was set by staff and the Chief Kappa Recruiter. Actually, a total of 30 individuals registered for the program. Of this group, 21 provided tutorial services to students.

TRAINING OF VOLUNTEERS

The training sessions for volunteers the first year included: (a) Review of BEST Program goals and objectives; (b) Duties and responsibilities of volunteer tutors; (c) Techniques for tutoring; (d) Student referral process; (e) Film strip on tutoring; (f) Methods for establishing rapport with students; (g) Interest Inventory and TESA Interaction Model.

Training of volunteers for the second year included all of these activities. However, more time was devoted to specific skills that volunteers need to be successful with BEST youth. There was some focus on instructional materials used by the classroom teacher at participating schools. Volunteers expressed an interest in having access to textbooks and homework assignments to the tutorial sessions. A total of thirty (30) volunteers received orientation and

training during the course of the year. However, only twenty-one (21) actually provided tutorial service to BEST students. Volunteers received two hours training before they were placed with students. Classroom teachers who volunteered their services as tutors were not asked to participate in the volunteer training sessions.

RECRUITMENT/REFERRAL OF STUDENTS

The three designated schools which served with the BEST Program the first year continued with the program the second year. It is these three schools that provided 90 percent of the BEST participants. The referral process which worked so successfully during the first year was utilized again the second year. The referral form which is designed to secure significant information about the student that is essential to the service delivery process, was distributed to all classroom teachers at participating schools. When the teacher identified students who were below grade level in a given subject (usually a year), a referral form was completed for the student and given to BEST staff through the BEST Site Coordinator, who, in this instance, is a school employee. The designation of a school staff as Site Coordinator represents a full commitment of the San Diego City School District to the BEST Program. Each of the three school Site Coordinators serve on the BEST Steering Committee.

When the referral forms were received by BEST staff, contacts were made with parents and the enrollment process was underway. About 10 percent of the BEST participants came from schools other than the three designated ones. BEST staff and the Steering Committee agreed to accept a few of these students who participated in the Voluntary Ethnic Enrollment Program (Busing for Integration).

A total of 100 students were referred to the program. Of this number, 86 en-

rolled for services. A total of 76 continued in the program (3 to 9 months) to receive tutorial services.

PARENT CONTACTS AND FOLLOW-UP

Each parent or guardian whose child was referred to the BEST Program for services was given a Parent/Guardian Agreement form to review and sign. The form was revised in the second year to secure a more lasting commitment from the parent. The agreement holds the parent responsible for support of their child while in the program. Excerpts from the Parent/Guardian Agreement follows:

> "I understand that my child will need my wholehearted support to receive maximum benefits from the Basic Educational Skills Tutorial (BEST) Program. I further understand that you will evaluate my child's progress while in this program.
>
> I agree to the following terms and conditions:
> - o My child may participate in the BEST Program.
> - o I will fully cooperate with the Tutors at all times.
> - o I will remain positive and supportive of my child and the tutors.
> - o I will personally take the responsibility for my child's attendance at all sessions scheduled. If, due to an emergency or illness, my child is unable to attend, I will contact the designated person as soon as possible, advising of the nature of the emergency and when the student will resume attendance.
> - o I authorize the San Diego Unified School District to release my son's/daughter's student records for reference by the Tutor of the BEST Program.
>
> I have read and agree to the terms and conditions stated above."

Staff maintained contact with parent through the school year to ensure full attendance of students. Staff and volunteers were available to discuss issues, concerns and progress or lack of progress with parents. Not all parents were available to meet with staff or volunteers. One Parent Seminar was held especially for parents where they had an opportunity to meet volunteers and discuss issues of their choosing. For the third year, parents will be required to meet with volunteers and staff at least three times per year.

Those parents who did participate in a group session or who met individually with staff or volunteers did express interest in maintaining such contact.

ASSESSMENT OF STUDENTS NEEDS

As discussed previously, classroom teachers at the three participating schools are the primary source of student referrals. Having access to students records including test reports of students academic performance, teachers are more able to determine what the students instructional needs are. On the referral form, teachers indicate: students' grade, reading, math and language achievement level; and specific skills students require in these basic skills areas.

Volunteers further make a preliminary assessment of t he student's need through close discussion with the student and, the administration of assumed appropriate grade level exercises for math or language. The volunteers observation coupled with referral forms lead him to the most desired level of supplemental support. Parents likewise play a role in the process of determining the student's needs. Seventy percent (70%) of parents contacted talk specifically about areas of need.

STUDENT SELF-ASSESSMENT

An assessment instrument design to measure BEST participants attitudes toward school and school related issues was utilized in the program during the first year. This same Pre/Post Student Self-Assessment was administered to students enrolled in the program the second year. As students came for their first day of tutoring, they were given the forms containing the following questions:

1. How do you feel about school in general?
2. How do you feel about yourself as a student?
3. How hard do you try to do well in school?
4. How are your study habits?

5. How do you feel about asking for help with your school work?
6. How often, in fact, do you ask some one for help with your school work?
7. Before today, has help been available to you at school?
8. Do you think help from a tutor will improve your school work?
9. How important to you is doing well in school?
10. What is the single most important thing you can do to improve your school work?

A seven point likect scale was used for rating the questions. Of the 76 students enrolled in the program, 59 were given the pre-self-assessment instrument and 36 students were administered the post-self-assessment instrument. Results of this assissment are contained in San Diego City Schools Evaluation Department Report of July, 1985. A copy of that report has been provided to National Urban League Education Department. As is noted in the San Diego City School's report, students indicated a stronger rating on the overall post-self-assessment than are the pre-self-assessment.

The Student Pre/Post Self-Assessment was administered by volunteers and Site Coordinators at the four BEST sites.

Although no other specific instrument was designed for use by volunteers to measure and assess participants' needs and measure their progress, volunteers were able to determine students' needs through discussions with students, and in stances, their parents. Volunteers were able to determine progress by noting the amount and quality of materials covered by a given student in a subject area.

ACCOMPLISHMENTS

The accomplishments of this program during this contract period are considerable although specific academic achievement reflected in standardized norm reference

test, results are not noted here. (Comments on this issue will follow in the next section).

The program continued to focus on the cooperation of the Urban League, San Diego City Schools and the Kappa Alpha Psi Fraternity in this joint effort to help Black and other minority children through supplemental sources. The community in general voices support for the BEST Program as help is provided in all of the enrichment activities. Volunteers continue to be available for strong support. Parents are becoming more supportive as staff effort to involve them steps up.

BEST PARTICIPANT ENROLLMENT

Number of students enrolled 1984-85 ---------- 85

Number of students remained for service ---------- 76

STUDENT ENROLLMENT BY GRADE AND SUBJECT

GRADE	SUBJECTS	NUMBER OF STUDENTS
3	Reading, Math	3
4	Reading, Math	5
6	Reading, Math	5
7	Reading, Math	14
7	Math	10
8	Math	10
8	Reading, Math	5
9	Math	6
10	Math	6
10	Language	2
10	Science	1

Student Enrollment by Grade and Subject (continued)

GRADE	SUBJECTS	NUMBER OF STUDENTS
11	Language	2
11	Reading, Math	5
12	English, Science	2
Total		76

Volunteers Registered for service	30
Active Volunteers	21
Steering Committee Meetings Held	9
Number of Enrichment Activities	7
Number of Volunteer Training Sessions	5
Volunteer Recognition Events	2

TEACHER RATING OF STUDENTS

A Teacher Rating Form was prepared to enable teachers to provide feedback on BEST students progress in the classroom. Teachers were asked to report on students' progress in the following areas:

1. Improved in skill area referred.
2. Improved in skill area not referred.
3. Improved study habits.
4. Improved attitudes toward class or school work.
5. Improved efforts.
6. Improved grades

Discussion of use of the Standardized Norm Reference Test to measure student achievement: The BEST Steering Committee decided early during the first year that attempts to measure BEST participants academic progress based on standardized tests

was not the way to go initially with this program, but rather to rely on teacher assessment of students' progress and students' self- assessment of his needs and attitudes about school.

In the second year, the issue of achievement tests was discussed again. This discussion included Dr. Stpehanie Robinson, Education Director, National Urban League. Again, the San Diego BEST Steering Committee agreed with Dr. Steve Isaacs when he concluded that application of the Comprehensive Test of Basic Skills (CTBS), the instrument used by San Diego City Schools to measure basic skills achievement, was inappropriate at this time. The nature of the Norm Referenced Test make up is the primary factor. Limitations of its use are numerous.

Text of Dr. Isaacs' statement and response by Dr. Robinson are located in the appendix section of this report.

PROBLEMS ENCOUNTERED

The search for volunteers is always a difficult task. Many individuals who indicate an interest in serving as a volunteer tutor are not available at the time that is best for students, except on Saturdays. Currently, most students attend sessions week-days after school.

The BEST Program is in fact, a full time program which requires full time staff as managers. The program can experience more success with a minimum of one full time and one part-time staff.

Adequate time for planning that involves making commitments of various kinds is critical. It is necessary to seek and make commitments based on a firm funding agreement with as much advance time as possible.

As is noted in Dr. Steve Isaacs' statement, utilization of CTBS in the BEST Pro-

gram presents a problem. Development of a more appropriate instrument to measure basic skills achievement of BEST students will cost money. This fact cannot be overlooked.

RECOMMENDATIONS

1. Challenge more parents to make their children available on Saturdays to ensure utilization of those resources that are available on the weekend. Should explore night time tutoring as well.
2. Seek increase in funds to allow the employment of a full time project staff and a one-half time staff, plus part-time clerical assistant.
3. Seek confirmation of BEST contract at earliest possible date (not later than September 1, 1985.
4. Seek additional funds to support the design of an evaluation instrument for specific use in the BEST Program.

To restate a fact that is implicit throughout this report, San Diego BEST Program is needed, it is functioning well, it can certainly be improved. The commitment to support this effort exists strongly among the participating partners, Kappa Alpha Psi, San Diego City Schools and San Diego Urban League.

In 1985-86, our goal for service to students can be 100. With continuing support from National Urban League and the Kappa Foundation, we can achieve this goal.

APPENDIX

1. PARENT/GUARDIAN AGREEMENT FORM
2. REFERRAL FORM
3. VOLUNTEER TUTORIAL TRAINING WORKSHOP
4. TUTORIAL SKILLS
5. DO'S AND DON'TS
6. STUDENT SELF-ASSESSMENT FORM
7. TEACHER PROGRESS REPORT
8. USE OF CTBS IN EVALUATION OF BEST
9. LETTER TO DR. STEPHEN ISSACS

A-1

PARENT/GUARDIAN AGREEMENT

FOR STUDENTS PARTICIPATION IN BASIC EDUCATIONAL SKILLS TUTORIAL (BEST) PROGRAM

The Basic Educational Skills Tutorial (BEST) Program is designed to improve the grade level performance of your child. Attendance will be voluntary and in addition to regular school program.

Individual or group instructions will be provided to improve the student's grade level performance. The instructions will be a supplement to and in support of regular school instructions, designed to meet the child's individual needs and to improve his/her school performance.

PARENT/GUARDIAN COMMITMENT

I understand that my child will need my wholehearted support to receive maximum benefits from the Basic Educational Skills Tutorial (BEST) Program. I further understand that you will evaluate my childs' progress while in this program.

I agree to the following terms and conditions:

- My child may participate in the BEST Program
- I will fully cooperate with the Tutors at all times.
- I will remain positive and supportive of my child and the Tutors.
- I will personally take the responsibility for my child's attendance at all sessions scheduled. If, due to an emergency or illness, my child is unable to attend, I will contact the designated person as soon as possible, advising of the nature of the emergency and when the student will resume attendance.
- I authorize the San Diego Unified School District to release my son's/daughter' student records for reference by the Tutor of the BEST Program.

I have read and agree to the terms and conditions stated above.

_____ _____

NAME OF STUDENT (Please Print) SCHOOL OF ATTENDANCE

When tutoring is completed for the day please release my child to _____ _____, or

My child will get home in the following manner _____

_____

_____ _____

SIGNATURE OF PARENT OR GUARDIAN DATE

_____

ADDRESS

_____

PHONE

SAN DIEGO CITY SCHOOLS
School Operations Division

A-2

BASIC EDUCATIONAL SKILLS TUTORIAL (BEST) PROGRAM

REFERRAL FORM

STUDENT'S NAME:_____ SCHOOL:_____ DATE(S):____

TEACHER:_____ ROOM/GRADE:_____

PARENT'S NAME:_____ BEST CENTER LOCATION(CHECK PREFERENCE):

ADDRESS:_____ APT.#_____ ( ) LINCOLN HIGH SCHOOL

CITY/STATE:_____ ZIP:_____ ( ) GOMPERS SECONDARY SCHOOL

PHONE:_____ ( ) KENNEDY ELEMENTARY SCHOOL

INDICATE REASON FOR REFERRING STUDENT
FOR TUTORING AND NOTE LEVEL

( ) READING, LEVEL_____ ( ) LANGUAGE, LEVEL_____

( ) MATH, LEVEL_____ ( ) HOMEWORK (NEED ASSISTANCE)
SUBJECT:_____

REFERRAL FOR: IF AGP, REFERRAL FOR:

SPECIFIC SKILL:_____ A_____SPECIFIC LEARNING CONCEPTS

_____ B_____RETEACHING--TEST, PLEASE ATT

_____ C_____REINFORCEMENT, PLEASE ATTA

_____ D_____OTHER

C O N G R A T U L A T I O N S!

_____has mastered skill related to _____
(Student's Name)
/she will no longer need to receive tutoring for this skill.

Additional Comments:_____

_____

_____

_____

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Exited

A-3

SAN DIEGO UNIFIED SCHOOL DISTRICT
School Operations Division
SAN DIEGO URBAN LEAGUE
KAPPA ALPHA PSI FRATERNITY

BASIC EDUCATIONAL SKILLS TUTORIAL (BEST) PROGRAM

VOLUNTEER TUTORIAL TRAINING WORKSHOP
September 27, 1984
October 3, 1984

AGENDA

Overview of BEST Program	Ambrose Brodus
Introduction of Training Session	Len Kidd
Group Discussion	Site Coordinators Andree Carroll Frances Perkins Culbert Williams
Total Group Summary	Ambrose Brodus
Round Table	

LK:mf
9/25/84

SAN DIEGO UNIFIED SCHOOL DISTRICT
School Operations Division
SAN DIEGO URBAN LEAGUE
KAPPA ALPHA PSI FRATERNITY

TUTORIAL SKILLS

Understanding the student

Assessing the learner's needs

Creating a learning climate

Motivating the learner

Instructional strategies

Effective student control

Evaluating student progress

Importance of providing feedback to student and parent

Reviewing the tutoring effort

LK:mf
9/27/84
(TS)

DO'S AND DON'TS IN USING MOTIVATION THEORY

1. Do build a learner's productive concern about his learning.
   "Let's see if you can beat your yesterday's record."
   "I'll be back in a minute to see how you're doing."
   "We'll come back to it later to see if you remember."

2. Do use pleasant feeling tone.
   "I'll bet you can learn them."
   "You're really a fast learner."
   "You're fun to teach."

3. Do make examples interesting and meaningful.
   "Suppose you made five home runs everyday for four days, how many home runs would you have made?"
   "If you got $5 for your birthday and your grandmother said, I'll give you three times that much how much money would your grandmother give you?"

4. Do see that a learner experiences success.
   "Let's count how many new words you've learned."
   "You see you got them all right."
   "I just can't catch you."

5. Do give the learner specific knowledge of results.
   "Your spelling is correct but be careful your "i's" don't look like "e's."
   "Your surprise ending made your story just great."

6. Do use extrinsic motivation when the learner has no intrinsic motivation to learn a particular thing. After successful learning many things become intrinsically motivated.
   "Your dad will be surprised to find you know all this."
   "Finish it so you can be one of the first out to recess."

1. Don't build so much concern the learner can't concentrate on the task.
   "If you don't get them *all* right you'll have to stay after school."
   "This is the last chance you'll have for help."
   "Your whole grade depends on this."

2. Don't use pleasant feeling tone when it isn't working.
   "Even though you're not trying very hard, I'm here to help you."

3. Don't make things so vivid the learner thinks more about them than he does about the learning.
   "Suppose three monsters came in your room every night . . ."
   "Suppose you got three times $5 from your grandmother, what are all the things you'd like to buy?"
   "I'll time you with this stopwatch. Have you ever seen a stopwatch work?"

4. Don't have the job so hard he can't possibly do it or so easy he doesn't have to try.
   "I know you've never done one this hard but try to figure it out."
   "You always get these right. Let's do them again."

5. Don't give only general information.
   "That's o.k."
   "It's a "B" paper."
   "I put a check on your paper to show you I've seen it."

6. Don't negotiate or bribe to get a child to learn.
   "If you do this, I will . . ." tempts him to consider whether it is worth it to put forth the effort. "Finish this so you can . . ." makes it clear the job is to be done but there will be pleasant consequences.

STUDENT'S NAME: _____

TUTOR'S NAME: _____

STUDENT'S SCHOOL: _____

DATE: _____

A-6

STUDENT SELF-ASSESSMENT FORM

On each of the following questions, place an "X" in one of the seven boxes that most nearly indicates how you feel about yourself on that particular question.

1. How do you feel about school in general?

   LIKE ☐ ☐ ☐ ☐ ☐ ☐ ☐ DISLIKE

2. How do you feel about yourself as a student?

   STRONG ☐ ☐ ☐ ☐ ☐ ☐ ☐ WEAK

3. How hard do you try to do well in school?

   VERY HARD ☐ ☐ ☐ ☐ ☐ ☐ ☐ NOT VERY HARD

4. How good are your study habits?

   GOOD ☐ ☐ ☐ ☐ ☐ ☐ ☐ POOR

5. How do you feel about asking for help with your school work?

   POSITIVE ☐ ☐ ☐ ☐ ☐ ☐ ☐ NEGATIVE

6. How often, in fact, do you ask someone for help with your school work?

   OFTEN ☐ ☐ ☐ ☐ ☐ ☐ ☐ NEVER

7. Before today, has help been available to you at school?

   YES ☐ ☐ ☐ ☐ ☐ ☐ ☐ NO

8. Do you think help from a tutor will improve your school work?

   YES ☐ ☐ ☐ ☐ ☐ ☐ ☐ NO

9. How important to you is doing well in school?

   IMPORTANT ☐ ☐ ☐ ☐ ☐ ☐ ☐ UNIMPORTANT

10. What is the single most important thing you can do to improve your school work?

_____

_____

_____

_____

ANSWER QUESTION 11 ONLY DURING FINAL TUTORING SESSION.

11. Do you have any suggestions for improving the tutoring program?

_____

_____

_____

_____

B.E.S.T. TEACHER PROGRESS REPORT

Teacher's Name_____ Date_____

Student's Name _____ Student's Grade_____

Subject_____

	Very Often	Often	Once in a While	Seldom
Displays a more positive attitude.				
Participates more often in classroom activities.				
Turns in home assignments				
Shows more interest in self and others.				
Comes to class regularly				

Additional Comments

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A-8

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National Urban League, Inc.

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Telephone: (212) 310-9000

December
18
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Dr. Stephen Isaacs, Director
Planning Research & Evaluation Development
SAN DIEGO CITY SCHOOLS
Education Center
4100 Normal Street
San Diego, CA 92102

Dear Dr. Isaacs:

Thank you for your careful consideration of our request to secure some "hard" evaluation data on the BEST students in San Diego. I am aware of the limitations of norm-referenced tests and share your concerns about the validity of the data gathered on a questionable sample size under less than optimal conditions.

Your suggestion to identify a core group of students with similar tutorial experiences over a period of time, who have taken the test, may provide us with some data from which we might extrapolate limited information. We recognize, of course, there would be significant limitations on what we could say about the group as a whole.

Again, I wish to thank you for your thoughtful response. We at the National Urban League are aware of your close association with the San Diego Urban League and the significant support this project has received from the San Diego Public Schools. We thank you and the administration for your sustained interest in providing the best education possible for minority students.

I look forward to meeting you on my next visit to San Diego.

RECEIVED DEC 2 7 1984

Sincerely,

Stephanie G. Robinson

Stephanie G. Robinson, Ph.D.
Director
EDUCATION & CAREER DEVELOPMENT

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SGR/lh
cc: Ambrose Brodus

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I foresee the possibility of doing something with the CTBS in future years if the program results in a group of ten or more students sharing a common tutorial program for an extended period of time.

In the meantime, we are implementing the original evaluation design. Students will do a pre and post self-assessment which will be analyzed. Additionally, at the end of the year, teachers will do a post assessment of the students involved in the tutorial program as they did last year. Those two sources of data should assist in providing direction for the program.

:wi:llo

cc: Tomblin
Whitehurst